

A New Perspective on the World

Une Nouvelle Vision sur le Monde

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**“The fears we don’t
face become our
limits.”**

(Robin Sharma)

**“If you want to conquer fear, don’t sit
home and think about it. Go out and
get busy.”**

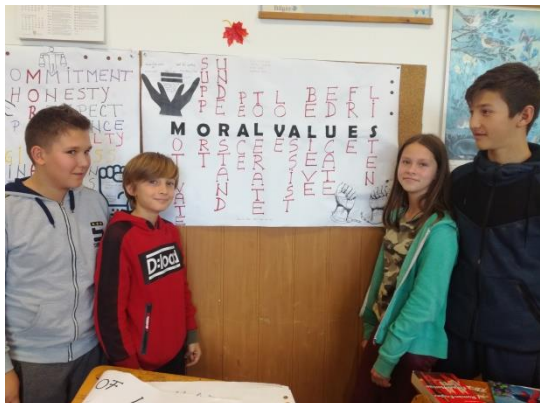
(Dale Carnegie)



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Our Moral Values in Digital Age



I am proud to announce that this year I have decided to work again with my students on eTwinning and I have already managed to enter some partnerships. “Our Moral Values in Digital Age” is one of the projects which have already been approved by eTwinning and we have begun our work along our newly found partners from Turkey, Belgium, Portugal, Bulgaria, Lithuania, France, Greece, Italy, Spain, Republic of Moldavia, Poland, Croatia and Macedonia.

The project’s activities will extend over a year and we have certain pre-established tasks for every month. For example, in October we have devised some posters and had a contest to vote for the best one that would represent the project. Then, we have created our own logos and one of them is to be used for the remaining time as symbol of the project. Then, we have chosen a corner to adorn in our school



with all the most relevant works of the students in order to make this project known to all those who visit our institution.

One of the activities of this month was an elaborate discussion about moral values and how cherished they still are nowadays. Students have come with their own ideas, wrote them

on a poster and then made up sentences integrating them and designed some iconic images to reflect their symbolism. Afterwards, the pupils have picked one of them,

friendship, and had a follow-up activity which implied writing the word with chalk on the pavement, standing on the letters and forming a human chain of friendship, and singing a song of friendship: "Together."

We have also used some Web 2 tools for the activities. One of them is Jigsaw Planet where you can create all kinds of online puzzles and then solve them with as many pieces as you want. Then we have used Canva to create posters for the project, WordArt and Word Cloud to give shape to our ideas.

You may see below the certificated given by eTwinning with all our partners from abroad and we invite you to follow our progress and development of the activities on facebook, twinspace and the school's site. We will also write in the following numbers of the revue keeping you updated about a potential follow-up of this project as we hope to continue it with an Erasmus that might get approved the next year.



By Prof. dr. Olaru Lăcrămioara - Petronela

Both We and Web 2

One of the best and most interesting eTwinning projects I have been involved so far is called “Both We and Web2.” It addresses students who are in the primary grades and it focuses on the use of the Web2 tools. The partners form a well-knit group which



keeps in touch daily by whatsapp, twinspace, facebook and webinars. The schedule of the project was well thought in advance and I, for one, feel that I have many things to learn from my partners. All the partners are very active and eager to get involved in as many new experiences as possible. Students get to really communicate with one another via e-mails on eTwinning, videoconferences, short presentations and common activities on scheduled timings.

It all started with contests on the best logo and poster of the project and then continued with introducing students to Web2 tools which makes it possible for us to use technology in such a way that we might help our students improve their language skills by interacting with one another and getting involved in creative activities which suppose working in teams on computers or individually on their own mobile phones. Gadgets are already at children’s disposal, what we do is teach them how to use them for their benefit not to waste their time on trivial matters.

ChatterPix was by far a success with all my students, even those of seven years old. Pupils have drawn their own favourite superhero, princess, cartoon character, animal or object and animated it by using their own voices. This way, children got courage to express themselves freely in



**WEB
WE are Bound
Turkey, Romania,
Greece and Azerbaijan**



English because this tool allows them to keep recording their voices until they get it the way they want it so it is a great opportunity for them to correct themselves, to assess their own errors and evolve.

As you may see from the eTwinning certificate attached below, our partners are



from Turkey, Greece, Azerbaijan and Spain. We are the only school from Romania involved in this partnership and we are proud to be part of this wonderful hardworking team.

Since all the activities will be disseminated in the public space, the parents were asked to sign an agreement which states that they allow us to make use of the taken



photos and videos in educational purposes. All the students in the 4th grade are going to benefit from their active participation in the activities, but only three of them can post and comment on twinspace as administrators of their accounts: Gîrbă Carina, Cazacu Teodor and Toma Dragoș.

We will keep you updated about the next steps we will take on this project which is due until December. Hopefully, we will have fun while learning new things and making new friends.

By Prof. dr. Olaru Lăcrămioara - Petronela

ChatterPix



ChatterPix was by far the Web2 tool preferred by all the students. Children of all ages have drawn a character and then recorded their own voice in order to give life to the character. The fact that the tool allows them to re-record as many times as they want, encourages pupils' determination and helps them improve their skills by learning from their own mistakes. More than that, there are no limits imposed to the length of the recording, thus it can go from several seconds to minutes depending on

the student's knowledge of the language, his imagination, availability and interest in the topic. While the 1st and 2nd grade students have attempted to spell their names, state their age and speak about their favourite colour or animal, the ones in the 4th grade have enlarged their speech by adding details about daily activities, hobbies, their impressions concerning the project so far and others.

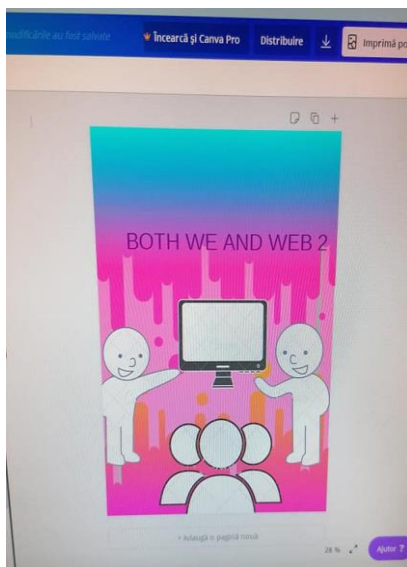
This tool can be quite useful when introducing new vocabulary items like parts of the body, clothes, moral values, family members and many others, but it can also represent a testing instrument which might reflect



the child's level of understanding of the newly acquired material.

Of course, there is no feed-back from the tool and it does not assess the student's knowledge, which means that the process needs to be monitored by the teacher who might guide the child towards achieving better results. However, its benefits are indisputable when it comes to encouraging shy students to speak freely and express their opinions in a foreign language.

Canva

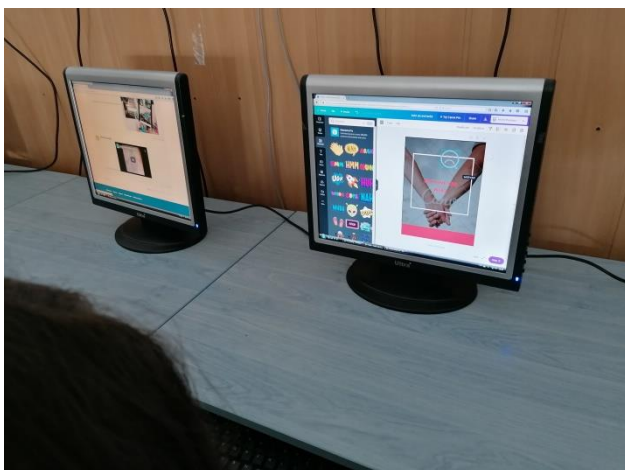
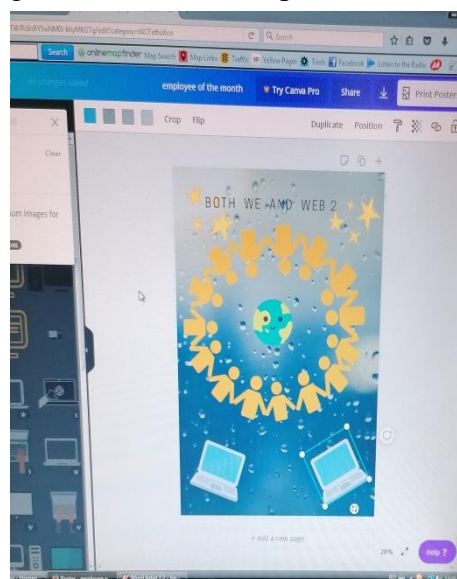


Canva is an interesting Web2 tool to use especially when you want to create your own posters, cards, announcements, charts, banners, covers and advertisements. It offers a wide variety of pre-determined slides which might help you easily make up a New Year card or a poster for a project. It also includes various animations and glamour which usually appeal to younger students. Unfortunately, there are indeed many elements which are not available for free and sometimes children are disappointed in not being able to pick whatever they want for their layout, but this can stimulate and challenge them to work harder in order to find even better ideas and images to illustrate their point.

This tool can be downloaded and used directly on your device (phone, computer, laptop, etc) or online once you have created your free account. The works can be saved in a special online folder and you can access them as many times as you want.

The most notable difference between drawing a poster by hand and using this web2 tool to do it would be that there is a great amount of time that could be saved once the students have understood how to use the tool. A pupil who has practiced at least 2-3 times this activity could do it afterwards in about 15 minutes, while drawing by hand would take him more than 30 minutes.

One downside, however, would be that the elements could become repetitive at the same individual or at different individuals without knowing it. Using this tool instead of



the classical drawing on a piece of paper might imply a smaller amount of originality and the personal touch might not be as striking as it should be.

On the other hand, Canva represents an easy way to introduce children to the magic world of the computer designing that might help them a lot in their future careers.

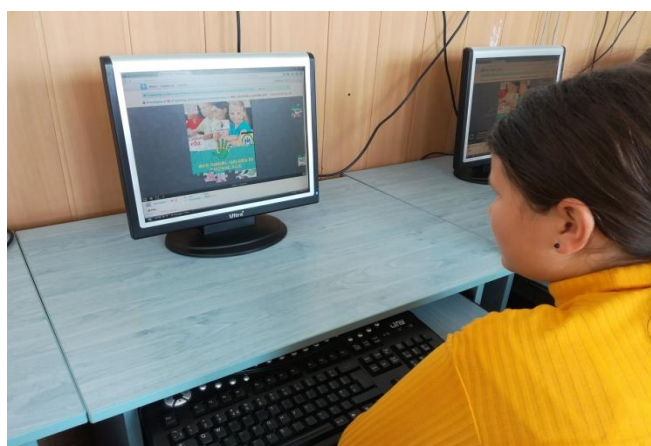
Jigsaw Planet



Another Web2 tool we have successfully used is Jigsaw Planet. It does not require any special conditions or too much organization. All you need is an image to upload on the tool so that it can be broken in as many pieces as you want it. Then, the students are asked to put back the pieces in order to recompose the

original picture and find, for example, the hidden message or comment upon what the photo might represent for the class.

These kinds of puzzles can test vocabulary and grammar pretty well if we use parts of words and sentences. Of course that classical puzzles can do the same thing as the ones on the computer but, unfortunately, their pieces get lost



or deteriorated during the process and the children need a lot of space in order to properly arrange the pieces. The computer stores the image and there is no need to scatter the pieces and then try getting them back. You need no special container and you do not have to fear that in the end you will not be able to find all the pieces that were in

the beginning.

Puzzles can be integrated in a great variety of activities and their level of difficulty can increase according to the age and needs of the class. Thus, they represent useful means to improve English language skills.

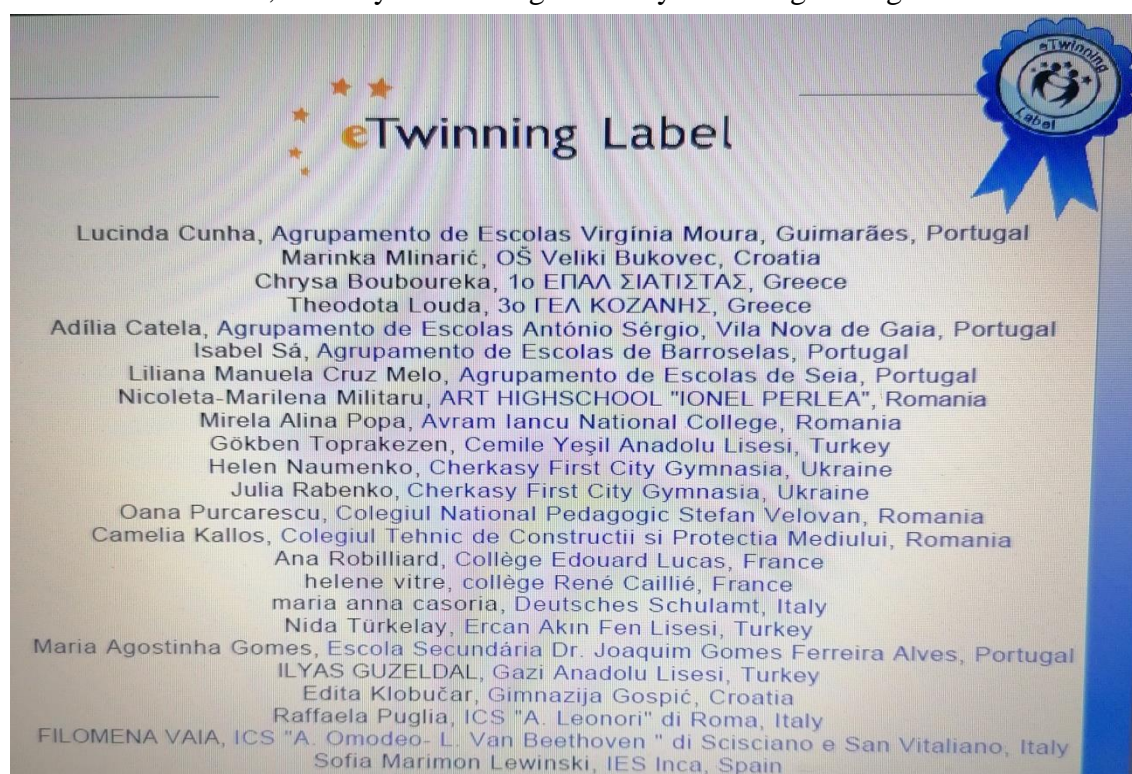


By Prof. dr. Olaru Lăcrămioara - Petronela

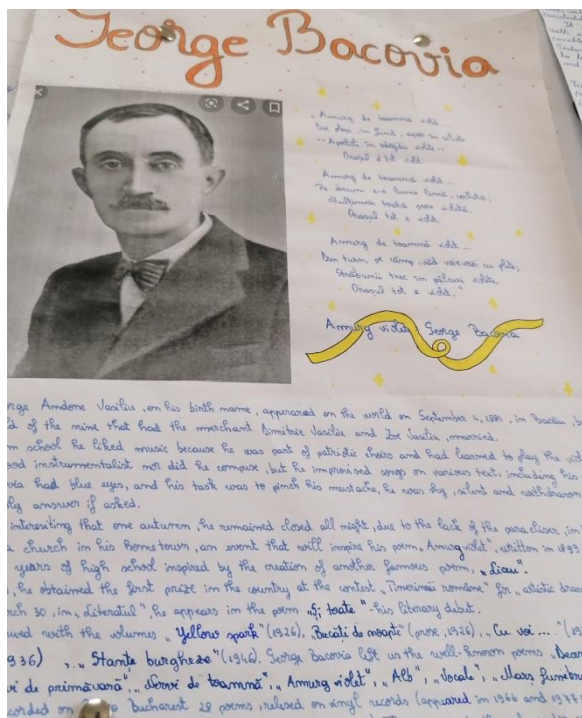
I'm in Love with Poetry



My third eTwinning project and partnership is about poetry and the love we share for literature. “I’m in Love with Poetry” is an ambitious initiative which brings together countries like Portugal, Croatia, Greece, Turkey, Ukraine, Romania, Italy, France and Spain. The project extends over a year and its schedule comprises activities which are meant to make our most prominent poets and their works known to our partners and the other way around. In order to do so, the pupils must first study the poets’ lives and works for themselves, learn by heart a fragment they find enlightening and then recite it



for his foreign fellow students. The poems shall not be translated in any other language because that would destroy some of their possible meaning and part of their beauty, but



data about the writer's life and the student's personal view and approach of the work are to be expressed in English. The idea is to convey feelings and meaning beyond language, through personal interpretation, intonation, mimic and body language while reciting the poems.

Of course this project addresses rather older students who have the necessary competences to comment upon what they have read and to be able to translate those ideas in English so they could share them

while talking on line with their newly acquired friends. We will be using twinspace for that purpose and we shall organize specific activities that will allow the 7th and 8th grade students to identify common traits in certain writers' works, draw parallels between poems written by different authors who lived in the same period of time and illustrate a certain feeling through drawing.

By the end of the year, we hope not only to improve our English language skills but also to stir the students' curiosity in such a way that they might spend more time reading poetry than they are at the moment. Their creativity and imagination shall be encouraged and their ability to publicly expose their ideas will be put into use more often. All in all, we hope this initiative will be just as successful as the other two.



By Prof. dr. Olaru Lăcrămioara - Petronela

SuperSmarty

Since last year our students got excellent results at this International contest and the feed-back received from the children was positive and relevant, we have decided to repeat the experience this year. Thus, thirty-two primary pupils with ages comprised between seven and ten tested their English language knowledge for the title of SuperSmarty. The results were more than satisfactory and the prizes, like always, were generous.

The children enjoy the fact that this contest is not time-consuming and exhausting. The number of items to be solved is quite low and the level of English is adapted to the age. More than that, the magazines are beautifully coloured and the ideas exposed are attractive which results in more and more pupils being interested in taking part at this event every year.

Seven first prizes, thirteen second ones and six third places make up a total of twenty-six pupils who have proven a good level of English understanding. I am very proud of them and I am looking forward to hosting this event next year as well. In the meantime, we shall be using our prizes, consisting of masks, for our next activity: the Halloween party.



NR. CRT.	NUME PARTICIPANT	NIVEL/CLASĂ	PUNCTAJ	LOC OBȚINUT
1	Andrei Ionuț	I	82	III
2	Botlung Teodora	I	86	III
3	Brem David	I	100	I
4	Burac Mircea	I	81	III
5	Catană Daria	I	100	I
6	Ciubotariu Matei	I	71	-
7	Ciubotariu Miruna	I	74	-
8	Căldare Ștefan	I	85	III
9	Hobincă David	I	90	II
10	Obreja Alessia	I	90	II
11	Olariu Cezara	I	90	II
12	Osaciuc Irina	I	90	II
13	Pall Violeta	I	92	II
14	Trifan Luca	I	90	II
15	Zaharia Ioana	I	90	II
16	Ababei Teodora	a II-a	150	I Medalie SuperSmarty
17	Popescu Roberta	a II-a	140	I
18	Vamanu Denis	a II-a	150	I
19	Baciu Mihai	a IV-a	90	II
20	Baciu Robert	a IV -a	90	II
21	Bortariu Matei	a IV-a	90	II
22	Cazacu Teodor	a IV-a	150	I SuperSmarty
23	Ciubotariu Alessia	a IV-a	80	III
24	Ciuraru Cristinel	a IV-a	57	-
25	Davidov George	a IV-a	70	-
26	Dogaru David	a IV-a	88	III
27	Gârbă Carina	a IV-a	90	II
28	Gîdioi Florin	a IV-a	120	I
29	Gicoveanu Tudor	a IV-a	90	II
30	Irimiea Iustin	a IV-a	90	II
31	Molodoi Maria	a IV-a	70	-
32	Toma Dragoș	a IV-a	90	II

By Prof. dr. Olaru Lăcrămioara - Petronela

Halloween time



This year the 4th grade students have celebrated Halloween. They have decorated their classroom with pumpkins, balloons, spider webs, bats, skulls and other specific items. They have made their own costumes so we could have a parade and a contest. The children have even managed

to present themselves in English and tell us how they have made their costumes. Then they have tried to impress the jury with their scariest laugh or noise.

The children went “trick or treating” and received lots of sweets. Some of them were rewarded with diplomas, small prizes and glowing stickers for their theatrical performance.

Dancing and singing were part of the activity as the pupils interpreted a special dance of the zombies and sang “The Halloween Night Song.” In the meantime, they have drawn Halloween costumes or scenes.



Every year we have a discussion about the cultural context related to this celebration and the students are told about the real meaning of the items involved. They are aware of the fact that this event is not part of our own cultural heritage and does not belong to our customs. More than that, they do understand that Halloween is not about feeding the evil inside us or about being wild and unruly, but rather about confronting our innermost fears which haunt us at night, like under bed monsters, ghosts, spiders, the dark and death.

Denying your feelings does not make them go away, but rather gives them the opportunity to overcome you when you least expect it. However, identifying them, naming them as such and confronting them, helps you lead a balanced life.



The children are not seeking the ugly and the evil; they are mocking what they fear so they can live with it.

All in all I was proud to see my students' creativity at work and I can say that they have been quite well organized. I have appreciated the fact that most of them did their own costumes with the help of their parents

and did not rush to the mall in order to simply buy them instead of working for them.

The fact that they have decided amongst themselves how to distribute their roles in such a way that they could differ vastly was also impressive. But most of all, I enjoyed their humour and common sense, their wit and skills, their friendship and eagerness to support each other.



Congrats, children, for a nice activity and for knowing how to have fun!

By Prof. dr. Olaru Lăcrămioara - Petronela

**Solutions for the exercises proposed in the previous number of the
revue (No. 10)**

- | | |
|-----------|-----------------|
| 6. 1) – d | 7. 1) eyelids |
| 2) – I | 2) earrings |
| 3) – a | 3) hairstyle |
| 4) – b | 4) footwear |
| 5) – h | 5) lipstick |
| 6) – c | 6) fingertip |
| 7) – e | 7) mouthwash |
| 8) – j | 8) headache |
| 9) – g | 9) belly button |
| 10) – f | 10) toothbrush |

Grammar practice

1. a) Yes, I do. / No, I don't.
b) Yes, I did. / No, I didn't.
c) Yes, I have. / No, I haven't.
d) Yes, I am. / No, I am not.
e) Yes, I was. / No, I wasn't.
f) Yes, I will. / No, I will not (won't)
g) Yes, he/she did. / No, he/she didn't.
h) Yes, he/she has. / No, he/she hasn't.
i) Yes, they do. / No, they don't.
j) Yes, they are. / No, they aren't.
2. a) N: Paula and Maria didn't go to the supermarket yesterday.
I: Did Paula and Maria go to the supermarket yesterday?
b) N: They haven't bought fruit and vegetables.
I: Have they bought fruit and vegetables?
c) N: I wasn't at home doing my homework at the time.
I: Was I at home doing my homework at the time?
d) N: My sister wasn't watching cartoons on TV.
I: Was my sister watching cartoons on TV?
e) N: My friends didn't organize a surprise party for me.
I: Did my friends organize a surprise party for me?
3. a) The pipes in my bathroom were fixed by the plumber.

- b) The floor was being cleaned by the shop assistant when I entered.
 - c) The car was taken in the garage by the driver.
 - d) The flowers were being watered by granny while a story was being read to me by grandpa.
 - e) The lesson has been explained to us by the teacher once again.
4. a) B
b) C
c) A
d) C
e) A
f) B
g) B
h) C
i) C
j) A
5. a) better
b) the worst
c) as nice as
d) the kindest
e) the wisest
f) more expensive
g) the most precious
h) bigger
i) larger
j) younger
6. a) The school didn't allow students to bring weapons into the building.
b) I didn't know who that girl was.
c) She was talking to her neighbour about the dog.
d) They were grating the cheese while their mother was preparing the sauce.
e) Did you have any sugar for the coffee?
f) Were you even paying attention?
g) Was he your boyfriend?
h) What did you want him to do?
i) Could you bring that pot for me, please?

COLECTIVUL REDACȚIONAL

Coordonator: Prof. dr. Olaru Lăcrămioara – Petronela

Colaboratori: 4th grade students

7th and 8th grade students

Tehnoredactare computerizată: Prof. dr. Olaru Lăcrămioara –
Petronela

ȘCOALA GIMNAZIALĂ "PROF. GHEORGHE DUMITREASA"
GIROV, JUDEȚUL NEAMȚ

NR. TEL/FAX 0233291042

e-mail: scoalagirov@yahoo.com

lacramioara_f@yahoo.com

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